



TDSB
Name of Department: Languages
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Pre-requisites: FIF2D
Course materials:
- Dictionaries
- Grammar resources
- Novel : Yasmina Khadra. *Les agneaux du Seigneur*. France: Editions Julliard, 1998.
- Various novels and other literary genres
- Movies, documentaries and video clips
- Articles from newspapers, magazines and songs.

French Immersion, Grade 11, University Preparation (FIF3U)

COURSE DESCRIPTION

This course develops knowledge and language skills through the study of francophone literature and culture from around the world. Students will study novels, plays, poems, short stories, films, and non-fiction works and produce written assignments in a variety of forms, including critiques and précis. They will also write a formal research essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Prerequisite: French Immersion, Grade 10, Academic

Overall Expectations

Oral Communication:

- demonstrate an understanding of various forms of media works (e.g., films, television documentaries);
- express ideas and opinions relating to a variety of topics based on class discussions, individual research, and personal interests;
- use correct grammar and appropriate language conventions during oral communication activities.

Reading:

- read a variety of literary and other works to gain an appreciation of francophone culture around the world;
- interpret a wide range of texts and apply the knowledge acquired in other contexts;
- identify and understand language conventions used in their reading materials.

Writing:

- create written texts based on class discussions, individual research, or topics of personal interest;
- write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- select the appropriate form and style to communicate ideas, information, and opinions;
- use correct grammar and appropriate language conventions in their written work.

SPECIFIC DEPARTMENT INFORMATION

Future school trips and department events will be determined. Students will be notified well in advance of these field trips in order to expedite the collection of fees and field trip permission forms.

Students are expected to bring a binder and writing materials to class every day. A good French –English dictionary as well as a Bescherelle (verb conjugation dictionary) are recommended . Online dictionaries and many other relevant resources are available on <http://echangervirtuel.wikispaces.com/> .

Assignment calendars will be posted on <http://travauxdeseleves.wikispaces.com/>

All work must be submitted on <https://tdsb.elearningontario.ca/> . Students will need their student number and password to log into the system.

For more information about activities at Lawrence Park CI visit:

<http://schoolweb.tdsb.on.ca/lawrenceparkci/Home.aspx>

ASSESSMENT AND EVALUATION STRATEGIES

ACADEMIC HONESTY: CHEATING AND PLAGIARISM

All students in the Toronto District School Board are expected to submit their own work for evaluations. Cheating and plagiarism will not be condoned. To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism; and
- ensure that all their work is original and that they cite sources accurately and consistently

Consequences for academic misconduct could result in assignments of a lower grade (including zero), failure in a course and removal from a course and/or suspension from school.

EVALUATION OF LATE OR MISSED ASSIGNMENTS

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment for evaluation.

Teachers support students in the development of their skills and work habits that make them successful learners. Teachers, students and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Students must also understand that there are consequences for incomplete, missing and late assignments. When a number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

MISSED EVALUATIONS

It is the student's responsibility to make arrangements, ahead of time, for any evaluations that may be missed. If a student misses a test due to an illness or family emergency, then that student must bring a note signed by a parent/guardian with a phone number where they can be reached in the evening. Also, that student will be expected to write a make-up test immediately upon return to school. Missed exams require a medical note that states the student was medically incapable of writing an exam.

PURPOSE OF ASSESSMENT

The term assessment is used to mean a set of actions undertaken by the teacher and student to gather information about student learning.

ASSESSMENT FOR LEARNING

Assessment *for* learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

ASSESSMENT AS LEARNING

Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors. This type of assessment occurs frequently and in an ongoing manner and helps students reflect on their learning and set individual goals for learning.

ASSESSMENT OF LEARNING

Assessment *of* learning is the assessment that becomes public and results in the student's overall grade. This type of assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

LEARNING SKILLS

Skills such as responsibility, organization, independent work, collaboration, initiative, and self-regulation are assessed on an ongoing basis. Good attendance, academic integrity, homework and timely assignment completion are also crucial to the success of the student.

COURSE EVALUATION

Strands of learning

The curriculum expectations for all FSL programs are organized into strands that correspond to the main areas of language use: Oral communication (Listening and Speaking 30%), Reading (20%) and Writing (20%). Curriculum expectations are also outlined in the Ministry documents. *"The Ontario Curriculum Grades 9 and 10; French as a Second Language – Core, Extended and Immersion French (2000)"*

Course Work – 70%

Descriptive feedback from your teacher will enable you to improve.

Assessment of learning in course work will determine 70% of your overall grade. Examples of tasks used to determine this mark may include: tests, assignments, reflections, essays, etc.

Summative Task – 30%

Research essay and presentation	15%
Exam	15%

You are expected to take part in the course summative activity. This will allow you the opportunity to demonstrate your achievement of all the course expectations. The Summative Task will determine 30% of your overall grade in this course. Examples of summative tasks are an argumentative research paper, final exam, presentation, etc.